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ABSTRACT

In an expansion of an earlier National Workplace Literacy Program project, this document reports on a workplace literacy model operated by the Arlington Education and Employment Program (REEP) that includes the Alexandria and Arlington, Virginia Public Schools, the chambers of commerce of both cities, and 14 local hotels. The project provided on-site English-as-a-Second-Language (ESL), literacy, and basic skills training to 333 adults. Job-related literacy training was provided during classroom training at participating hotels and the REEP multi-media language laboratory. REEP also developed and adapted educational technologies directly related to workplace literacy needs. During the 21 months of the project, 36 workplace-specific ESL classes, two special classes, and two workshops were provided for 13 hotels in the area. The two special classes were designed for limited-English-speaking supervisors and the workshops were created in response to managers' requests about cross-cultural communication and the language gap between management and entry-level employees. Supervisors evaluated trainee progress in the following areas: communication, productivity, attendance at work and in the English class; self-esteem; and safety. Findings are as follows: supervisors indicated that 93 percent of the trainees showed improvement; 80 percent of trainees completing self-assessment forms felt they had improved in communication and job performance; teachers cited a 79 percent improvement in communication and literacy skills; and the project retention rate was 82 percent. Appended are lists of project contacts, an educational software inventory, and a matrix showing the job task analysis. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED347860

REEP HOTELS/CHAMBERS
FEDERAL WORKPLACE LITERACY PROJECT

Arlington Education & Employment Program
1601 Wilson Boulevard
Arlington, VA 22209

April 1, 1990 - December 31, 1991

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NATIONAL WORKPLACE LITERACY PROGRAM INFORMATION FORM

PART 1: PROGRAM PARAMETERS

1. Target Number to be Served: 400

2. Number Served at Each Site to Date:

	Hotel	No.		Hotel	No.
Site 1	Ballston	32	Site 9	Old Colony	18
Site 2	Best Western	12	Site 10	Quality	25
Site 3	Crown	29	Site 11	Ramada	18
Site 4	Days/AB	22	Site 12	Regency	38
Site 5	Days/CC	19	Site 13	Stouffer	6
Site 6	Embassy	43	Site 14	Sheraton	0
Site 7	Guest Quarters	32	Site 15	ALC	123
Site 8	Hyatt Arlington	15			

3. Total Number Served: 333 individuals enrolled in 432 slots above

4. Federal Funds Obligated: $358,120.00

5. Matching Funds / In-kind: $328,035.75

6. Value Release Time: $60,373.44

7. Number participating in Programs Offered:

Basic Skills 333
GED
ESL 333

8. Contact Hours Provided: 16,564

PART 2: PARTICIPANT DATA: 333 Individuals

DATA ELEMENT	# OF PARTICIPANTS
1. Mean Age of Participants:	33
2. Sex: a. No. of males b. No. of females	 a. 111 b. 222
3. Race/Ethnicity: a. White b. Black c. Hispanic d. American Indian / Alaska Native e. Asian / Pacific Islander	 a. 7 b. 5 c. 278 d. 0 e. 43
4. Number of Single Head Household:	149
5. Number of Limited English Speakers:	333
6. Outcomes: a. Tested higher on basic skills b. Improved communication skills c. Increased productivity d. Improved attendance at work e. Increased self-esteem	 a. 184 N=225 82% b. 194 N=202 96% c. 156 N=169 92% d. 71 N=149 48% e. 171 N=179 96%
7. Years with the company: a. Unemployed b. 0 - 5 c. 6 - 10 d. 11 - 15 e. 16 +	 a. 0 b. 251 c. 25 d. 1 e. 1

FEDERAL WORKPLACE LITERACY GRANT
REEP/CHAMBER OF COMMERCE/HOTEL PARTNERS
QUARTERLY FISCAL REPORT

SECTION A - QUARTERLY FISCAL REPORT - 04/01/90 - 12/31/91

CATEGORY	GRANT FUNDS	MATCHING FUNDS
1. SALARY & WAGES	$275,431.70	$48,117.08
2. FRINGE BENEFITS	$34,122.29	$8,761.92
3. TRAVEL	$3,862.30	$630.00
4. EQUIPMENT	$13,011.98	$68,781.00
5. SUPPLIES	$7,687.51	$2,840.94
6. CONTRACTUAL SERVICES	$18,499.93	$0.00
7. OTHER		$133,027.07
8. TOTAL DIRECT OUTLAYS (LINES 1 + 7)	$352,615.71	$262,158.01
9. TOTAL INDIRECT OUTLAYS	$5,504.29	$5,504.29
10. TOTAL QUARTERLY OUTLAYS (LINES 8 + 9)	$358,120.00	$267,662.30

SECTION B - QUARTERLY COSTS SHARING

1. PROGRAM INCOME RECEIVED	N/A	N/A
2. NON-FEDERAL FUNDS (STATE,LOCAL,ETC)	N/A	N/A
3. IN-KIND CONTRIBUTIONS School System		

SECTION C - RELEASE TIME

HRS OF RELEASE TIME/BONUS		$60,373.44
QUARTERLY VALUE		
TOTAL IN-KIND CONTRIBUTIONS		$328,035.74

REEP HOTELS/CHAMBERS
FEDERAL WORKPLACE LITERACY PROJECT

April 1, 1990 - December 31, 1991

Part I: Project Overview

This project was operated by the Arlington Education and Employment Program (REEP), a special project within the Department of Adult, Career and Vocational Education of Arlington Public Schools in Virginia. This project expanded it's successful three-front attack on the problems of functional illiteracy among limited English proficient (LEP) workers to those who are in the Alexandria as well as Arlington, Virginia workforces. During a previously awarded Federal Workplace Literacy grant, the REEP Program established a partnership comprising the Arlington Public Schools, Arlington Chamber of Commerce, and seven hotels to meet the workplace literacy needs of LEP adults in the hotel industry by providing on-site English as a Second Language, literacy, and basic skills training.

The project reported in this document demonstrates an expansion of the REEP program's earlier workplace literacy model to four additional hotels in Arlington and the development of a parallel campaign in Alexandria, Virginia. Current project partners are:

REEP HOTELS/CHAMBERS FEDERAL WORKPLACE LITERACY PROJECT PARTNERS

Schools	Chamber of Commerce	Hotels
Arlington Public Schools (REEP Program)	Arlington Chamber of Commerce	1. Best Western Executive Inn
		2. Days Inn, Arlington
		3. Days Hotel Crystal City
		4. Embassy Suites Hotel
		5. Holiday Inn Ballston
		6. Holiday Inn Crowne Plaza
		7. Hyatt Arlington
		8. Hyatt Regency Crystal City
		9. Quality Hotel
		10. Sheraton National
		11. Stouffer Concourse Hotel
Alexandria Public Schools, Division of Adult Education	Alexandria Chamber of Commerce	12. Guest Quarters, Alexandria
		13. Old Colony Inn, Alexandria
		14. Ramada Hotel, Old Town, Alexandria

See Appendix A for contact person and phone numbers.

REEP's three-front attack on illiteracy relied on each partner's perspective on the issue and role each would play in the project:

- As educators, the Arlington and the Alexandria City Public School Systems were committed to develop innovative, effective, and easily accessible literacy programs to raise the functional literacy, speaking and listening skills of their adult LEP populations.

- As business leaders, the Arlington and Alexandria Chambers of Commerce were concerned with creating services to both attract and keep businesses prospering.

- As the businesses in Arlington County and the City of Alexandria, the hotels were concerned with creating a competent, reliable workforce by developing the literacy and other basic skills of current employees and by supporting initiatives to provide them with more competent, literate employees.

REEP's Workplace Literacy Partnership and Project design addressed all three concerns. Each participant in the partnership carried out a role to ensure progress toward the project objectives. The project cost a total of $686,155. The federal share was $358,120; the non federal in-kind contributions of the project partners was $328,035. The 48% non-federal contributions of the partners well exceeded the 70-30 ratio required for operation of the project and demonstrates the commitment of all partners.

Job-related literacy training was provided during on-site classroom training at participating hotels and in REEP's Adult Learning Center (ALC), a multi-media language laboratory, located at Wilson School in Arlington. The goal of the project was to provide English as a Second Language (ESL) classes for up to 400 enrollees. In addition, the project promoted the ALC as an option for continued English training. Finally, REEP developed and adapted educational technologies directly related to workplace literacy needs. These efforts included the development of an interactive video course on laser disc as well as the development of pronunciation, reading, and writing lessons for use at IBM and Apple PC learning stations.

REEP used job-related curricula, provided on-site courses, staffed the ALC for continued and remedial instruction for the hotel employees, and assisted in arranging for needed support services for trainees. The Alexandria City Public Schools used the materials produced by REEP to provide services to their businesses. The Arlington and Alexandria Chambers of Commerce assisted in project coordination, marketing of the program with other industries, and advocated institutionalization of the concept for industries with similar needs in the county. The participating hotels in Arlington and Alexandria referred employees to the

project, provided space, equipment, and technical assistance, and paid release time or a bonus to project participants.

During the 21 months of this Second Workplace Project, 36 workplace specific ESL classes, two special classes and two workshops were provided for thirteen hotels in Arlington and Alexandria. The two special classes were designed for LEP supervisors and two workshops were created in response to managers' requests about cross-cultural communication and the language gap between management and entry level employees. The summary of enrollment statistics for the ESL classes follows.

Number of ESL Classes provided	36
Number of special classes for LEP supervisors	2
Number of employees recruited	437
Number of individuals enrolled in ESL classes	262
Number of individuals enrolled in 2 spec. classes	15
Number of enrollments in ESL classes(dupl. ct)	309
Number of enrollments in Adult Learning Center	123

Participation in Workplace Literacy classes favorably impacted trainee performance on the job. Supervisors evaluated trainee progress in following areas: (1) communication, (2) productivity, (3) attendance at work and in the English class, (4) self-esteem, (5) safety. They indicated that 93% of the trainees showed improvement in those areas. Eighty percent (80%) of the trainees who completed self-assessment forms felt that they had in improved communication skills and job performance. Teachers cited 79% improvement in trainee communication and literacy skills, while training post test results indicated an 82% increase in these same skills. The project retention rate was 82%, while 83% of trainees remaining in class demonstrated consistent attendance.

Part II. Actual Accomplishments

A. Summary Table

Summary Table: Federal Workplace Goals and Outcomes

Federal Workplace Goals	Outcomes
1. Develop/revise instructional materials for ESL/literacy training of functionally illiterate employees in hotel industry in Arlington.	* Two curricula were adapted and accompanied by teaching kits for educational activities: - Housekeeping - Food and Beverage * Conducted a cross cultural communications workshop for hotel supervisors
2. Develop computer-assisted interactive audio and video and other self-instruction modules used in the Adult Learning Center	* Created a four lesson interactive videodisc series of self contained skill modules for hotel housekeepers. * Developed numerous workplace related lessons and exercises for trainees and teachers *Identified teacher utilities software and strategies for creation of workplace materials and instruction
3. Recruit 400 functionally illiterate persons, employed in the hotel industry, for ESL/literacy training.	* 437 employees were recruited. * Recruitment manual was developed in first grant and field tested and used in current grant.
4. Screen potential trainees.	Completed as scheduled.
5. Provide 400 training slots, as follows: - 280 enrollees in on-site classes - 120 enrollees in ALC - 180 individuals in on-site classes	432 training slots provided, as follows: - 309 class enrollees - 123 ALC enrollees - 262 individuals in classes * Individual Education plan developed for each trainee
6-8. Provide job-related ESL, with math, consumer awareness, problem solving, citizenship (if needed).	36 ESL classes were provided. 2 special classes were provided. * Individualized Instruction in ALC ESL Class Outcome data: - Attendance: 83% - Improved in Basic Skills: 82% - Retention Rate: 82%
9. Provide follow-up counseling/assistance after training. Assess quality of training by asking employees and employers to rate outcomes.	* Supervisors reported a 93% improvement rating for those employees completing training. * 80% of employees completing self evaluation forms cited improvement. * Training curriculum constantly updated for each new class through supervisor setting of priorities.
10. Recommend changes in reading materials and other areas, such as manager/worker relationship and performance to facilitate understanding.	Two special workshops were offered to hotel staff to help them learn how to narrow the communication gap.
11. Expand Workplace Literacy Project to second service industry.	The program has expanded to four additional industries and the program's manual, *Perspectives on Organizing a Workplace Literacy Program* has been used in orientation with new businesses and industries.

B. Objectives, Outcomes, and Processes

Objective 1. Develop/revise instructional materials for literacy training of functionally illiterate LEP employees in hotel industry in Arlington.

Outcome:

- Two curricula, *Housekeeping* and *Food & Beverage*, were created during the first Workplace Project; they were piloted, adapted, and disseminated during the second grant.

- Two cross cultural communications workshops were conducted.

Process: REEP customized the curricula and instruction to each unique work site by conducting a needs assessment for each workplace class. Next, teachers met with the supervisors, asking them to prioritize their needs. In this way, course content was negotiated jointly among the teacher, employee and employer.

Available texts and materials were referenced to each unit of the curricula, enabling teachers to select the most appropriate exercises and activities to incorporate into their lessons. However, due to the specific purposes to which English is used on the job, it was sometimes difficult to find job specific materials. In order to aid teachers in providing the most relevant activities possible, instructional kits of materials for each lesson were compiled to enhance instruction. Each kit consists of practice activities, visuals and worksheets. Kits were developed for the following units:

Housekeeping Curriculum	Food and Beverage Curriculum
General ESL: Personal Identification	General ESL: Personal Identification
Provide Supplies Upon Request	Read Work Schedule
Find Out If and When to Service a Guest Room	Provide Initial Service
Follow Job Instructions/Describe Job	Provide Supplies to Co-Worker
Report Lateness/Absence	Follow Instructions/Describe Job
Give Directions to Places Within Hotel and Vicinity	Report Lateness/Absence
Report and Prevent Accidents/Emergencies	Give Directions to Places Within Hostel and Vicinity
Report Problems: Repairs Needed	Give Directions to Places Within Hotel and Vicinity
Read Paychecks	Report and Prevent Accidents/Emergencies
	Report Problems: Repairs Needed
	Read Paychecks

In addition, two cross-cultural communication workshops, one addressing strategies for simplifying written and spoken communication, and the other addressing communication break-downs, were conducted for interested hotel management.

Objective 2. Develop computer-assisted interactive audio and video materials and other self-instruction modules used in the ALC

Outcome:

- A four-lesson series of self contained skill modules using interactive videodisc have been developed for hotel housekeepers.
- Numerous CAI lessons for trainees and teachers have been developed in the adult learning center.
- Staff members have identified teacher utilities programs and strategies for the promotion of workplace related instruction.

Process: Interactive Video Lessons

The purpose of this activity was to develop a computer assisted, interactive video training series to improve workplace literacy and communication skills. To achieve this, REEP staff designed and implemented a ten step development plan for creating the series of lessons. The plan required the following:

Step 1:	Establish and review options regarding sources of information, and criteria necessary to select hardware, software, and videodiscs.
Step 2:	Make selection of software and hardware.
Step 3:	Provide staff training on selected software authoring system.
Step 4:	Review videodisc options and make selections.
Step 5:	Determine instructional design and exercise types; and student levels and skills to be addressed.
Step 6:	Determine screen format and colors relative to types of interactions with trainees.
Step 7:	Develop and field test prototype of lesson and exercise types.
Step 8:	Develop full series of lessons.
Step 9:	Field test full series.
Step 10:	Revise full series.

The results of this process were:

- **Hardware selection:** During autumn of 1990, videodisc project manager, Dr. Joan Rubin, assistant, Jennifer Slater, and Workplace Project Director, Inaam Mansoor, attended the SALT conference in Washington, DC. Through the conference, they were able to investigate different hardware and software requirements with industry representatives. Based on this and other fact-finding activities, the hardware purchased included:
  - Pioneer videodisc player
  - color monitor
  - touch screen
  - headphones
  - IBM PS2 65 SX
  - internal disk drive and drive adapter
  - m-motion video card
  - m-control program
  - DOS 4.0
  - ps. mouse
  - dual sync adapter
  - m-audio capture card
  - Panasonic printer

- **Authoring system selection:** After conferring with colleagues across the country, REEP staff chose *Quest* by Allen Communications for the authoring system. Program staff were trained in using *Quest*, and staff networked with Allen Communications, IBM, and Logitech to integrate digitized audio, digitized video and scanned images into REEP's program. With *Quest*, staff was able to catalog video frames and scanned images, and then match them to an inventory of audio texts. Staff consulted with REEP's hotel industry partners, workplace teachers, and housekeepers to design lessons which were supported by REEP's housekeeping curriculum. Finally, staff integrated the video and audio together to create each lesson.

- **Selection of an appropriate videodisc to repurpose:** *Repurposing* is the process of taking an existing videodisc, cataloging the frames and changing the audio component. In this case, Reep staff repurposed the *Guestroom Cleaning Disc*, produced by the Educational Institute of the American Hotel Motel Association. The disc was originally produced to teach native speakers of English, how to work as hotel housekeepers. REEP staff repurposed the hotel housekeeping videodisc with a different instructional focus: to teach LEP housekeepers the language needed to carry out the job effectively. Using this disc, staff produced a four lesson series of self contained skill modules. Each lesson combines video frames with newly scripted audio texts used by hotel housekeepers to develop better oral communication skills, both with other employees and with hotel patrons.

Instructional design: The parameters for REEP's instructional design were lessons that would have the following characteristics:

* provide multi-sensory stimuli/input and feedback
* require participants to perform an authentic task
* provide the opportunity to practice language in real life situations
* contain scanned in authentic materials
* allow for *scaffolding* on students skills and learner strategies
* provide individualization
* provide immediate feedback
* provide for active learning

The four lessons that were created for the videodisc training course address different English proficiency levels, language skill areas, and competencies, as described in the chart below:

English Proficiency Level	Language Skill Area(s)	Competency
Beginning	Reading Speaking	Identifying furniture, bathroom fixtures, other parts of a standard hotel guest room
Low Intermediate	Listening Speaking	1. Understanding basic telephone protocols 2. Listening for important information 3. Reporting information over the phone
Intermediate	Speaking Listening	1. Appropriately requesting entrance into a guest room 2. Responding to guests' inquiries to such requests
High Intermediate	Speaking Listening	1. Requesting room keys from guests 2. Appropriately responding to guests' responses to such requests

Creating the IVD lessons was an exciting challenge, as staff worked within an emerging technology. It took a substantial amount of time to identify, acquire and learn to use the technological tools needed to create the lessons, without a programmer or engineer on staff. However, we are now quite skilled at designing IVD lessons and feel we can go forward to create more. To quote an IBM consultant, "We are on the bleeding edge of educational technology." Unfortunately, our IVD lessons will not be available for use outside REEP until an agreement is reached with the Educational Institute regarding use of their copyrighted videodisc.

CAI Lessons for Workplace Teachers and Trainees and Related Instructional Strategies

REEP has purchased programs to supplement the curricula used in the workplace classes, and has leveraged resources from other programs to compliment REEP's work and expand the resources available to REEP's workplace students and staff. For example:

* The REEP program acquired the CCP program through a partnership with U.S. Basics Skills Corporation. The thrust of that partnership was to develop a learning center with computer assisted instruction and other media that would assist newly legalized aliens in meeting the INS requirements for permanent residency.

* Turnkey Education Systems provided REEP with thousands of dollars worth of equipment and software and a stipend for teachers to participate in their research project to identify the effectiveness of various assistive technologies with learning disabled limited English Speaking adults.

* REEP has various other grants and contracts to provide ESL and literacy instruction and was able to interest the funding sources in purchasing time and equipment use for their target populations.

REEP project staff has learned about a wide range of software easily customized to ESL and workplace literacy learners. After evaluating available software, adapting it to workplace trainee needs, and assessing its use in the ALC, REEP staff has been able to recommend software and usage strategies to colleagues throughout the nation. By using available software and either adapting it to the needs of workplace trainees, or authoring lessons and creating exercises customized to help trainees improve basic skills in the context of the workplace, the REEP program delivers rich instructional resources which will translate into success in both communicating inside and outside of the workplace. The following are examples of programs modified to suit the needs of LEP trainees:

Basic Skills:

In the 60-hour workplace course, the focus was on workplace specific language. There was minimal time to work on basic skills. In the ALC, trainees were able to work on basic skills in a relevant workplace context. ALC and workplace teachers used *Word Attack Plus*, *Read and Roll*, and *Spell It* (all Davidson & Associates software) to create lessons and drills to improve sight-word recognition, reading comprehension, and spelling skills. *GOAL* (also available through Davidson & Associates), a refined software package which combines the attributes of the three software programs first mentioned, and has the capability to save individual student records, providing a record of individual student progress.

Word Processing:

ALC and workplace teachers also used *Bankstreet Writer*, a word processing package available for IBM and Apple IIe computers, to create questions and other writing prompts related to problem solving at work. Trainees studying in the ALC responded to these questions by writing their solutions. *Bankstreet Writer* also was used in conjunction with *Language Master* cards. Photographs of workplace related objects and situations were affixed to cards measuring 8 1/2 by 11 inches which are lined with approximately 5 seconds worth of audiotape. Trainees were able to feed the card through a reader and listen to the work related vocabulary, questions or comments. They then recorded themselves modeling the phrase and were able to compare their pronunciation to that on the tape. Reading exercises and cloze activities were created on *Bankstreet Writer* to supplement the information contained in the *Language Master* lessons.

Lifeskills Reading:

Two software programs in the ***Survival Skills System***, *Employment Signs* and *Safety Signs* (available through The Conover Company), teach recognition and understanding of the hundreds of signs posted around the workplace. An echo speech synthesizer, used in conjunction with an IBM computer, enabled the trainee to hear the words written on the sign. Through drills, the trainee learned to match written text with spoken word.

Workplace Specific Lessons:

English Express Language Builder (Davidson & Associates), provided to REEP through another research project, was also used in designing lessons for workplace trainees for use on an IBM personal computer. *English Express Language Builder* enabled teachers to author vocabulary building lessons based on the *Longman Photo Dictionary*. Teachers selected items to include in a unit of words to be studied. Equipped with a Sound Blaster speech card, the computer was able to read the name of a vocabulary item to the trainee as s/he looks at the visual cue and reads the word on the screen. Through decoding, word scramble and categorizing games, trainees improve their reading and spelling skills using words from the world of work.

Pronunciation Lessons:

Speechviewer (IBM) was another program that was acquired in July 1991 through another funding source. *Speechviewer* was originally designed to help those challenged by speech, language, and hearing disorders to improve their control of voicing, pitch, loudness, pronunciation accuracy, and speech timing. It required use of an IBM speech adapter and microphone so that the trainees can measure their performance against a programmed standard. Staff was able to correlate *Speechviewer* lessons with workplace competencies.

U.S. Basics' *CCP* authoring program was used to develop pronunciation lessons for Hispanic hotel employees. Using contrastive analysis of Spanish and English, REEP's curriculum writer created a voice interactive prototype lesson addressing their specific pronunciation problems.

Teacher Utilities:

Finally, by using teacher utilities software, such as *Crossword Magic* (L & S Computerware), teachers were able to generate crossword puzzles with workplace vocabulary.

Appendix B contains an inventory of software appropriate for adult ESL learners.

OBJECTIVE 3. Recruit 400 functionally illiterate persons employed in the hotel industry

Outcome:

- 437 employees were recruited.
- Recruitment manual field-tested and used.

Process: Recruitment was a joint effort between the hotel staff and REEP Workplace staff. Efforts were designed to interest employees in studying English. Activities included outreach, assessment, referral, and screening. While the hotel liaison and department heads handled the in-house marketing of the ESL classes, REEP assisted the hotel liaisons with marketing by providing a recruitment handbook. The handbook consisted of helpful hints and suggested overhead transparencies to aid in the explanations of what workplace classes involved. Once a list of interested employees was available, pre-testing was scheduled. REEP staff often screened twice as many employees as could be enrolled in the classes.

REEP provided the potential trainees with orientation and pre-testing. Although these recruitment efforts were successful, REEP staff felt that preliminary departmental meetings with all potential stakeholders would further enhance support and understanding of the initiative. REEP staff considered this kind of session important to pursue because it would also facilitate an understanding of the goals and philosophy of Workforce 2000 and encourages the re-enforcement of English needed for long-term success.

OBJECTIVE 4. Screen potential trainees

Outcome:

- 432 trainees were enrolled. Individuals who, during the screening process, tested out of the workplace classes were referred to other programs or to the Adult Learning Center.

Process: Screening included pre-testing for language skills, completion of an intake form, and production of writing and math samples. For language testing, staff used the *BEST* (Basic English Skills Test) developed by the Center for Applied Linguistics. This is an oral interview which scores fluency, pronunciation accuracy, control of grammar, and listening comprehension. There are several forms; we used the short form for the pre-test and the longer forms, B or D, for the post tests. We were not totally satisfied with the *BEST*

because it is a general language proficiency test which is not specific to what is taught in the workplace classes. In spite of cost and time constraints, we hope to devise an industry specific pre and post-testing instrument reflective of content of classes under the next grant.

Screening also required the identification of priority service groups by the hotel supervisors. Since the hotel managers decided to focus on employees with the lowest levels of English, REEP staff referred others who were more facile in English to other resources, including to the REEP Adult Learning Center. As the project continued, employees who had higher levels of English fluency and literacy also wanted to attend class, and employers asked us to conduct intermediate classes as well. To assess those trainees' skills, we used a short grammar test and additional questions for the oral interview.

OBJECTIVE 5. Provide 400 enrollment slots, 280 enrollments in on-site classes and 120 enrollments in the ALC

Outcome:

- 432 slots - 309 of these enrollments were in on-site classes and 123 were in the Adult Learning Center (ALC).

Process: In fact, 432 training slots were provided for 309 individual LEP employees. (Some employees had two class enrollments or participated in an ESL class and the ALC, as well.) The breakdown by contact hours is as follows:

Enrollment Data: REEP Federal Workplace Literacy Project					
Type of Service	**No. of Contact Hours**	**No. of Individuals**	**Avg. Hours Per Individual**	**No. of Enrollments**	**Avg. Hours Per Enrollment**
A. classes only	11, 354	262	43 hours	309	37
B. classes and ALC	14,766	262	56 hours	361	41
C. ALC only	1,798	71	25 hours	71	25
TOTAL B and C	16,564	333	50 hours	432	38

Additionally, 205 students completed their on-site ESL courses of instruction with an average attendance of 54 hours each.

OBJECTIVES 6 - 8. Provide job-related ESL, with math, consumer awareness, problem-solving, citizenship (if needed.)

Outcome:

- 36 classes were held for LEP entry level employees.
- 2 special classes were held for LEP supervisors.
- individualized instruction in the ALC

Process: <u>On-Site ESL Classes</u>

Thirty-six (36) classes were held in 13 hotels for the housekeeping and food & beverage departments. A typical workplace course ran for 60 hours. The classes met as follows:

- 2 hours, twice a week, spread over 15 weeks, or
- 1 hour and 15 minutes, 4 times a week, spread over 12 weeks

Most classes followed the first format. The suggested number of trainees per class was twelve, although any number within a range of 8 to 15 was acceptable. The average class size was 9 trainees per class.

Separate classes were held for both Housekeeping and Food and Beverage employees. Lessons focused on the English language and literacy skills necessary for effective and improved job performance. Upon meeting with management, and conducting a class needs assessment, REEP instructors were able to tailor classes to the needs of the employers and employees.

At the beginning of each day's class session, the instructor focused the trainees' attention on the lesson by posting the lesson objective. The objective remained in plain view throughout the session, not only for trainee focus, but also for management to observe. Methods for instruction included the following:

- **Language Experience Approach.** The instructor engaged the trainees in dictating a narrative involving a workplace situation, such as finding a messy hotel room after an all night party. The instructor then used this narrative as a springboard for teaching reading, grammar, and completing maintenance requests.

- **Dialog and Drill.** The instructor helped the trainees improve their oral communication skills by working with dialogs relevant to the workplace.

- **Problem Solving.** With this instructional approach, the teacher presented the class of trainees with a workplace related problem. The trainees engaged in the problem solving process to discuss realistic, appropriate solutions in English. Many times, this was followed with a writing activity.

- **Information Gap.** This technique enabled trainees to practice oral communication skills. Trainees, working in pairs, each possessed specific information that the other did not have. Working together, they pieced together information to solve a common problem. For example, two trainees were given incomplete maintenance requests, and had to work together to fill them out correctly by supplying each other with specific information.

- **Information Grid.** This technique enabled trainees to improve lifeskills reading and graphic literacy. Trainees were given grids which to complete by asking each other questions they would use on the job.

- **Role Play.** In this technique, trainees were assigned different roles in a workplace interaction, and had to use the appropriate language to the situation presented to them by their instructor. This was generally used as an evaluation activity, assessing the trainees' oral language performance.

By applying such approaches and techniques to the workplace classes, teachers provided the trainees with truly communicative situations for improving oral and literacy skills in English. All of these techniques and approaches were well suited for use in homogenous as well as multi-ability level classes.

Adult Learning Center

The REEP program established the Adult Learning Center (ALC) during REEP's first Workplace Grant. It was clear that many of the employees needed to continue to develop their skills beyond the 60 hour course of on-site instruction. The ALC provided an alternative study opportunity through its flexible schedule and individualized computer-assisted instruction. In addition, focus groups were available to add group work to the trainee's range of choices. Average daily attendance was strong. There were 80 users Monday through Thursday, 45 on Fridays, and 20 on Saturdays.

Transitioning employees from the on-site business classes to the ALC remained a major goal for us. To that end, each workplace class was given a tour of the ALC so that its location and method of operation were familiar to the employees. The workplace on-site staff and ALC staff worked together for outreach as well as materials adaptation from class to ALC, and for systems to report progress to business management. Several workplace teachers also worked in the ALC. This provided excellent carry-over and personal attention. Some approaches for outreach included vouchers for free study hours enclosed with paychecks,

fliers personalized for each site, tours for supervisors and Advisory Committee members (especially when new materials were added), and special acknowledgement of the hotels that gave bonus awards for ALC attendance. In addition, two special classes were designed for limited English proficient hotel supervisors that combined class hours with ALC hours to show the effectiveness of the Center's computer-assisted instruction so that they would, in turn, encourage their employees to continue English study. Part of the post-testing procedure with Individualized Education Plan promoted the continuation of ESL study, including exact referrals to other ESL classes in the employee's home jurisdiction.

Special Classes

The following two additional classes were provided for the purpose of increasing the oral and writing skills of LEP supervisors and to combine class work with individualized study in the Adult Learning Center. A second purpose was to have the supervisors be so familiar with the resources in the Adult Learning Center that they would further encourage their employees to use it.

"Communication on Line" was a 32-hour class for 9 LEP supervisors who had difficulty speaking on the phone, speaking with their managers as well as with their employees of different nationalities. The teacher conducted a needs assessment with the trainees using a "mind-mapping" technique. Following the needs assessment, role play and problem-solving techniques were used to address such topics as: giving instructions, asking for a raise, finding out why a task was done wrong, polite requests, and social interaction. In addition, the class worked on pronunciation and idioms.

"Pen to Paper" was a 26-hour class for 8 LEP supervisors. The purpose was to train participants to write both business and social letters and notes; completing employee evaluations and forms of many types, including messages; and making up work schedules and various lists.

Trainees who completed the classes were very satisfied with them, as were their managers. However, retention in the classes was low since the supervisors had to complete their work in addition to the time spent in training. We would recommend that as much interaction with management occur for this type of class as for the entry-level type classes.

9. Provide follow-up counseling/assistance after training. Assess quality of training by employers by asking employees/ers to rate outcomes.

Outcome:

- Supervisors cited improvement in 93% of the participants who completed training.
- 80% of the trainees cited improvement in themselves.

Process: The statistics from the workplace classes indicate a substantive effort to improve the English skills of the employees and a noticeable change in their use of English. The employees supported the classes and rarely lost an opportunity to ask for their continuation. Supervisors generally rated the results highly and were very encouraging. The most typical comment made by the supervisors was that the employees' confidence levels soared and employees were more willing, even eager, to use their English. Some hotels had more concrete examples of improvement. The Hyatt, for example reported receiving an increased number of favorable guest comment cards regarding the housekeepers. One housekeeper in particular was often commended because of her friendly manner. The general manager believes that the English classes were instrumental in this result. Promotions cited were moves from dishwasher to food preparation or restaurant, from restaurants to room service. The Embassy Hotel has instituted the role of Honors Suitekeepers which means that certain suitekeepers report directly to the Executive Housekeeper about the status of her room assignment, without a supervisor. **Twelve of the employees in the classes were promoted to this position.** This clearly indicates that employees growth in skills and self confidence had a positive impact on their productivity and their chances for promotion.

10. Recommend changes in reading materials and other areas like manager/worker relationship and performance to facilitate understanding.

Outcome:

- Two special cross cultural trainings were offered to hotel supervisors of LEP employees.

- Individual assistance with communicating information needs was provided to business partners.

Process: Two workshops were also created for managers and supervisors to enable them to learn techniques to narrow the communication gap between them and their LEP employees and to assist them in working effectively with a multi-ethnic workforce. The workshops were called, "Closing the Gap" and "At Work in a Multi-Cultural Setting." The first introduced oral and writing techniques to simplify language and to clarify understanding. The second addressed cross cultural issues and the different cultural perspectives of the role of managers, job interviewing, performance evaluation, and employee motivation. Techniques included self-assessment, analysis of videotape segments of interactions, critical incidents, and role play. Response was very good, and we recommend including such training automatically for management when a business establishes ESL classes for employees.

REEP also provided specific individual assistance to hotels as they tried to communicate information to LEP employees. For example, one hotel's executive housekeeper was frustrated that housekeepers could not report maintenance problems. A maintenance form was designed by the REEP teacher that used simpler language to communicate and report the repair information needed.

In addition, the Workplace Advisory Committee meetings provided excellent opportunities for business professionals to share experiences not only with each other, but with the educators. Since 7 of the 14 hotels were partners of the first grant, their expertise resulted in suggestions to the new partners about recruitment, incentives for attending class, results of participation on job performance, adjusting speaking style to communicate more effectively with LEP employees, etc.

11. Expand workplace literacy project to second service industry.

Outcome:

- Prepared expansion to four additional industries and field tested manual: *Perspectives on Organizing A Workplace Literacy Program.*

Process: Through partnership with the Chamber of Commerce and involvement in its activities, the Workplace Project has received publicity resulting in contacts with other industries. (See Appendix C for media coverage) In response to these businesses, a project instructor taught a contract class at the Marriott Retirement Home in Fort Belvoir, and REEP developed its business base for the third Workplace Grant. Additional promotion was provided by the *BCEL Newsletter*, through which many programs and some businesses contacted REEP for an exchange of information. One organization, Meldisco, a national retail conglomerate, met with REEP staff at length about working together for workplace training and curriculum development for their stores across the country. After careful consideration and numerous phone calls, we decided not to pursue the project at this time, but made referrals to other ESL specialists.

Part III. Schedule of Accomplishments

A. Workplace Project Timetable

PROPOSED ARLINGTON/ALEXANDRIA WORKPLACE LITERACY PROJECT SCHEDULE
(in months from grant award date)

	START-UP	IMPLEMENTATION																
Project Task	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
A. Update Baseline Management Plan, Project Abstract	x																	
B. Recruit and Select Project Staff	xxxx																	
C. Provide Orientation for New Partners	xx																	
D. Convene Project Advisory Committee	x				x				x				x				x	
E. Meet with Evaluator, Receive Reports	x o	x o						x o									xx	o
F. Conduct Worksite Literacy Audits	xxxxxxx	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
G. Plan, Develop/Revise Curricula, Materials	xxxxxxxxxxxxx	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
H. Recruit, Screen and Select Trainees	xxxxxxxxxxxxx	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
I. Provide Literacy and Other Training at Learning Center		xxxxxxxxxxxx

B. Administrative Issues

The schedule of accomplishments was met without difficulty, with the exception of the following major administrative issues:

- activating business partners
- hiring and developing workplace staff
- establishing a parallel program in a second jurisdiction
- re-enforcement of English on the hotel work sites after the classes end
- general operating principles

1. Activating business partners

Problem: The general managers of the fourteen hotels committed themselves and their businesses to the project in the Fall of 1989; the grant was awarded and began in the Spring of 1990. The economy took a decided down-turn during the grant's period of operation, which not only affected program procedures, but also threatened the ability for REEP to meet goals of the grant. While the grant was being planned in the Fall of 1989, hotels still had problems recruiting, retaining, and promoting employees. By the time the grant was awarded, and throughout the grant period, these were no longer major problems. Hotels faced a decline in profits, and began to implement all kinds of cut-backs resulting in fewer employees who could be released from work to participate in classes. Hotels also found it difficult to come up with paid release time and cash bonus incentives. One hotel, the Sheraton National, was not able to begin any classes despite the general manager's greatest efforts.

Actions taken: Smaller classes were scheduled to accommodate the downsizing trends. The Advisory Committee meetings were used as a forum to discuss the issues and encourage and maintain momentum for all to meet project goals. All hotels were required to continue to pay either paid release time or a cash bonus, but several tied the cash bonus to minimum attendance requirements.

Problem: A change of general managers at the Sheraton National Hotel resulted in a deadlock on participation in the grant. After his initial enthusiasm, show of support and continued attempts to win an approval for the project, the new general manager maintained that his corporate management had not known about the previous commitment and would not approve the class.

Actions Taken: Numerous attempts were made to get this hotel activated, including: letters, phone calls, visits to the property, requests to make presentations to the corporate staff, reiteration of the binding nature of the commitment letter submitted with the grant proposal, and enlisting the help of both the chair of the Chamber of Commerce Hotel Committee, and finally of the Executive Director of the Chamber of Commerce. All attempts failed. We discussed the problem informally with various grants officers who suggested that they might be able to help, but we decided that we would be able to resolve the situation ourselves. We thought that bringing pressure from the federal officers would endanger REEP's credibility with the business community, and we did not want to risk affecting that relationship. No classes were ever scheduled at this hotel, but project goals were met through the extra efforts of the other properties.

2. Hiring and de loping Workplace staff

Problem: Workplace teaching requires flexible, experienced teachers with an appreciation for the business community. Flexibility is required because class arrangements are not always satisfactory or predictable. Experience is required because regardless of pre-testing and recruitment procedures, homogeneous classes are impossible. Classes will typically be multi-level and multi-dimensional because of trainees' education levels in their home countries, departments at work, English abilities, and expectations for their own progress. Finally, the teachers must understand how business functions and realize that the role of educator extends to the business personnel as well as to the trainees. Business management may not understand how long it takes to learn English, what the intermediate steps are, and why certain techniques are effective. Educators at the workplace have an opportunity to show education at its best. Staff development time must be spent to develop this ability among the teachers so that they, in turn, spend time effectively at the business.

Actions Taken: To deal with some of the issues described above, REEP has implemented a full staff development plan. Under the Workplace Grant, teachers participate in two-hour monthly team meetings which are designed primarily for training, not administrative work. Through other funding sources, monthly REEP Cluster Training sessions are scheduled for all Northern Virginia teachers. REEP also has program-wide in-service sessions in which workplace teachers are involved.

A second intervention that REEP is undertaking is to offer paid time for teacher interactions with the business staff at the worksite in order to provide time for teachers to: (1) foster a cooperative and collaborative rapport with management, and (2) to encourage the re-enforcement of the class content by the business' supervisory staff in order to sustain the impact of the class.

Problem: It is difficult to keep good teachers if there is lag time between class end and start-up dates. Businesses take 3-4 weeks to schedule classes individually. A change of teachers means strenuous efforts to bring the new person up-to-speed on workplace issues. This is unsatisfactory if the person is on staff for only one class session.

Actions Taken: When arranging classes, it is more efficient to market them as a series so that the businesses commit to two to three classes, scheduling dates in advance, and outlining what material will be covered in each. We do not want trainees to enroll in more than two consecutive classes, because one of REEP's goals is to motivate the trainees to study on their own. We take the opportunity in this discussion to explain to the business that eventually it, too, will be contracting for these classes.

Problem: Teachers may see their Workplace role as managing the class only. Some do not like networking and marketing the program's goals.

Actions Taken: A greater understanding of the workplace teachers' responsibilities, the skill and knowledge requirements of the job, and which values, attitudes, or characteristics are required is being investigated by the REEP Program. Appendix B contains a first draft attempt at a job task analysis of a workplace teacher's job. This analysis is being shared with other workplace programs, and a final version will be prepared for dissemination. It is expected that this document will have implications for recruitment, teacher selection, staff development and evaluation.

3. Establishing a parallel program in a second jurisdiction

Problem: Much more time than planned was spent developing the parallel project and setting up communications systems between the two jurisdictions to relay developments, revise forms, provide prospective teacher with information, etc.

Actions Taken: The REEP program proposed that Alexandria use one of their current workplace teachers as the coordinator for their participation in the project. In the future, we will be configuring teaching positions so that they include coordinating and program development tasks. This can serve as an effective means of training more people to implement workplace projects.

4. Re-enforcement of English on the hotel work sites after the classes

Problem: In spite of the success of the classes, trainees often revert to the use of their own language among themselves at the workplace. In addition, trainees had supervisors who spoke their language, so that the English developed in the workplace class was not always re-enforced on the work site.

Actions Taken: Trainees were encouraged to use English outside the classroom. Some strategies for accomplishing this were: supervisors are being given notes from the teachers which indicate which language structures, functions or mini dialogs the trainees are being taught. Supervisors were encouraged to initiate conversations which would enable the trainees to use the language in real situations. Teachers were also beginning to make *contact assignments* for trainees which required them to go out and initiate a conversation, secure information or solve a problem at work.

Part IV: Characteristics of Project Participants

Two hundred and five (205) trainees completed the on-site ESL courses. Fifty-seven (57) trainees started the courses, but did not complete them. Among the completers, 82% improved in basic ESL skills, and supervisors reported that 93% of the participants made improvements in job performance. Eighty percent (80%) of the completers reported self-improvement. Characteristics of trainees completing and not completing training are given below.

Characteristics of Workplace Literacy Trainees		
Characteristics	**Completers (N = 205)**	**Non-Completers (N = 57)**
Race:		
Asian	14%	10%
Black	2%	4%
Hispanic	83%	85%
Other	1%	1%
Age:		
19 and under	18%	12%
20-30	29%	49%
31 and older	53%	39%
Second Job	19%	26%
Education:		
6 years or less	52%	49%
7-12 years	37%	35%
12 or more years	11%	16%
Pre-testing results *BEST Test*:		
10 or less	24%	18%
11-17	9%	10%
18-24	9%	16%
25-28	8%	7%
29 and greater	51%	49%
Sex:		
Male	28%	25%
Female	72%	75%
Incentive:		
Bonus	46%	61%
Paid Release	54%	39%

Of the 57 non-completers, the following reasons were cited for dropping out of class:

Reasons for Not Completing On-Site ESL Classes	
Reason	Percentage (N = 57)
Quit Job	9%
Fired	9%
Job-Related Reasons (e.g. change in schedule)	19%
Other	17%
No Data	46%

In comparing the characteristics of completers against noncompleters, very little distinction can be made except:

- **Age.** A higher percentage of non-completers were between the ages of 20 and 30.
- **Proficiency Level.** A higher percentage of intermediate level students did not complete.
- **Type of employer incentive.** A higher percentage of bonus recipients dropped out.

This holds implications for future programming. Younger, intermediate level trainees may be less likely to complete courses offered at the work site. This may be due to the multi-level nature of the classes which could be missing the needs of the higher level students. Some alternative programming or strategies need to be considered. The fact that more bonus participants dropped out may be due to the fact that the trainees have to wait until the end of the course to get the bonus, yet they are incurring expenses for participating, such as childcare, transportation or lost wages from second jobs. A further investigation of this phenomenon is called for.

Part V: Dissemination Activities

Staff of the REEP program are active in local, state, national, and international professional organizations concerning adult ESL education and literacy. Staff are always active in both obtaining and sharing information concerning workplace literacy instruction and instructional technologies. Staff conducted numerous dissemination activities which included committee work, showcasing the program, presentations at local, state, and national conferences.

Committee work:

REEP staff participated in the following committees and task forces:

Washington, DC Metro-area American Society for Training and Development Workplace Task Force
Arlington Public Schools Adult Education Subcommittee
Virginia Cluster Training Advisory Board
Virginia Adult Institute for Lifelong Learning (VAILL) Advisory Board
Arlington County LEP Task Force
Arlington Public Schools Distance Learning Task Force
Curriculum and Testing revision and development
Arlington-area community task forces, to address specific LEP community needs
DC Adult Literacy Network

Showcasing:

Monthly visits/tours: In response to numerous requests to visit REEP classes and the Adult Learning Center, REEP now hosts one visitors' day per month for REEP teacher applicants, volunteers, and interested community residents. On these tours, visitors are given an overview of the program and its various components. Then they visit ESL classes and tour the Learning Center. Visitors included hotel and Chamber staffs, community-based organizations, other Metro area ESL professionals, and 30 Soviet Language Specialists. In addition to these showcasing activities, the program has been featured in various promotional materials and videos for the Department of

Education, the Chamber of Commerce and the Center for Applied Linguistics' video series, *Sharing What Works: Adult ESL and Literacy Education.*

Conference Presentations and Prepared Papers:

REEP staff makes presentations regularly about workplace literacy programming, use of educational technology, staff development, and ESL. Kenwyn Schaffner and Inaam Mansoor designed a teacher training module designed to introduce teachers to CAI. Kenwyn uses the module for staff training, has made a presentation about computer-assisted instruction (CAI) for COMSIS Mid-Atlantic Resource Center, and organized a hands-on workshop for ABE/ESL teachers in Northern Virginia. Training in computer assisted instruction as well as tours were held for the business community, James Madison University Workplace teachers, and ESL teachers. Inaam Mansoor is on the Arlington Public Schools' "Distance Learning" Committee which is researching use of technology in education.

"Workplace Literacy", a training module addressing ESL techniques for workplace ESL literacy was designed by REEP staff member, Carol Van Duzer and Kate Silk was disseminated throughout the Commonwealth of Virginia through Virginia's cluster training program, a state-wide technical assistance and training project funded by the Virginia Department of Education.

Conference Presentations:

VAILL '90, Virginia State University, 8/8/90

Software for ESL Point of View: A Teacher and a Learning Center Manager
Kenwyn Schaffner and Andy Anderson

Advanced ESL Teaching Strategies: Information Gap
Inaam Mansoor, Suzanne Grant, Susan Huss

Wearing Two Hats in the Classroom
Miriam Burt, Betty Lynch, Lynda Terrill, and Nada Buxton

TESOL '91, New York City, 3/24-28/91

Content Based Instruction: Workplace Literacy Projects
Inaam Mansoor, Nancy Smith Brooks, Nick Kremer, Linda Mrowicki, Heide Spruck Wrigley

Designing Staff Development: Systems, Processes and Products
Carol Van Duzer

Getting It From the Students: Classroom Needs Assessments Techniques
Suzanne Grant and Cathy Shank

VAACE '91, Charlottesville, VA, 4/91

Process Writing
Donna Moss

Look Where We're Teaching Now
Elaine Squeri

Teachers Training Teachers
Inaam Mansoor and Molly Kirby

VAILL '91, Marymount University, 8/7-8/8/91

Administrators' Strand
Inaam Mansoor and Elaine Bausch

Student-Generated Texts Using Word Processors and Data Bases
Kenwyn Schaffner and Carol Van Duzer

Process Writing
Jane Blacka and Donna Moss

Language Experience Approach
Susan Huss

Learner Strategies in the ESL Classroom
Dr. Joan Rubin

In addition to these presentations, Dr. Joan Rubin, traveling under the auspices of the US Information Agency, gave the keynote speech to the full session of the Italian chapter of TESOL in Italy in October of 1991. She also lectured ESL teachers in Florence and in Trieste on learning strategies and the use of video in language teaching and learning.

Prepared Papers: Susan Huss and Jennifer Smith Slater contributed to *ERIC Digest* articles about using learning technologies with adult ESL learners.

National Recognition: REEP was identified as one of 9 adult ESL literacy programs with innovative practices in the Department of Education study undertaken by Aguirre International.

Adult Education Research: The ALC attracted many visitors, including researchers in the field of educational technology, university students who later became interns or volunteers, government representatives, and educators. Among them this year were the Academic Computing Department of the Arlington Public Schools, Fund for America; Turnkey Educational Systems, Inc., U.S. Office of Technology Assessment, U.S. Department of Education for photo appointments, the Virginia Department of Adult Education, Marty Lane, PCC Literacy Project, California, Maryland Department of Education, representatives from the Seneca Indian Nation, and Leadership Washington.

The Turnkey Educational Systems visit resulted in Turnkey selecting the ALC as one of 4 sites to participate in a national research and development project to determine the effectiveness of using assistive technology for limited English speakers with learning disabilities.

Part VI: Evaluation Activities

Literacy Project Formative and Summative Evaluation

ACTIVITY/ OUTCOME	SOURCES FOR EVALUATION INFORMATION	METHOD OF EVALUATION	CRITERIA
Trainee Recruitment	Project Coordinator, Supervisors, Partner and Project Recruitment Records	Review of Recruitment Activities, Records	Number and Characteristics of Recruits
Trainee Selection	Project Coordinator, Supervisors, Partner and Project Selection Records	Review of Activities, Trainee Records	Trainees Meet Selection Criteria
Support Services	Project Coordinator, Supervisors, Partner and Project Attendance Records, Trainee Interviews	Review of Partner and Project Records, Interview Data	No. and Type of Services, Absences, Drop-outs
Long-range Planning for Employees	Individualized Educational Plans for Trainees	Documentation of IEPs	Existence, Objectives Achieved
Instructional Materials Adaptation	Curricula, Lesson Plans, & Materials; Partner and Project Staff Interviews	Review of Materials, Interview Data	Appropriateness of Materials for Trainees Employees, & Workplace
Coordination of Instruction	Partner and Project Records/Curricula, Staff Interviews	Review of Needs and Activities	Match of Needs and Activities
Participation of Partners in Project	Project, Project Admin./Coordinator, Partner Manager and Supervisor Records	Review of Types of Activities, Involvement	Extent Match of Plans, Commitments, Performances
Project Staff Qualifications	Staff Resumes, Staff Interviews	Review of Experience, Skills	Extent Match of Project Needs, Staff Skills
Program Management	Project Records, Partner and Project Staff Interviews	Review of Records, Interview Data	Overall Successful Operation of the Project
Program Goals and Objectives	Project Records, Partner and Project Staff Interviews	Review of Activities, Accomplishments	Goals, Objectives, Milestones Met

ACTIVITY/ OUTCOME	SOURCES FOR EVALUATION INFORMATION	METHOD OF EVALUATION	CRITERIA
Workplace Literacy Competencies of Employees	Records on Mastery of Workplace Literacy Skills/ Competencies; Staff & Trainee Ratings	Review Number and Types of Competencies Mastered	Number and Percent of Competencies Mastered
English Proficiency Levels of Employees	English Language Proficiency Scores (Measured by BEST)	Review of Test Scores and Levels	Gains in English Language Proficiency
Numeracy Proficiency Competencies of Employees	Records on Mastery of Workplace (basic math) Numeracy Skills/Competencies	Review Number and Types of Competencies Mastered	Number and Percent of Competencies Mastered
Retention at Business	Partner Records	Review of Records	Number and Percent Retained
Work Performance and Productivity	Supervisor Ratings Partner Records/ Reports	Review of Records, Ratings	Levels of Increase in Performance, Productivity
Employee Job Advancement	Partner Records/ Reports	Review of Records on Wage Levels, Promotions	Number and Percent with Pay Raises, Promotions
Trainee and Employee Attendance, Punctuality	Project and Partner Attendance Records, Ratings by Supervisors	Review of Attendance Records, Ratings	Number and Percent with Need for Improvement, Improved
Completion of the Training	Project Records	Review of Records	Number, Percent Finish
Trainee, Employee and Supervisor Satisfaction with Training	Follow-up Survey Interview	Review of Survey Results	Levels of Satisfaction and Needs Not Met
Consumerism, Problem-solving Skill	Instructor and Supervisor Ratings of Progress	Review of Ratings for Each Area	Extent of Progress in Each Area

Visits were conducted during the first month, on June 6, 1991, on August 7, 1991 and in December 1991. Interim reports were submitted to the project director. The evaluator reported that all work was preceding as scheduled with the exception of the August 1991 report that recommended that persuasive efforts be accelerated regarding the non-participation of the Sheraton National Hotel. In addition to the reviews of the external evaluator, staff filed quarterly performance reports to the REEP director and results were discussed at advisory board meetings. Actions were initiated in response to any areas that appeared to be lagging behind their goals. REEP's external evaluator, Dr. Morris Peterson also conducted a final evaluation to determine the overall effectiveness of the program. Dr. Peterson, collected statistical performance data, conducted interviews with program staff, participants and business partners to determine the program's effectiveness in the areas of improved basic ESL and literacy skills, job retention rates, productivity, job performance, and attendance. The summative evaluation is submitted with this report.

Part VII: Changes in Key Personnel

In March 1990, the program was awarded a Department of Education Workplace Literacy Grant to expand REEP's efforts to five industries. To facilitate this expansion, the Workplace Literacy Coordinator, Elaine Squeri was removed from this grant and assigned to the new grant. Ms. Squeri was replaced by Kathleen Reich and Carol Van Duzer who shared the coordinating responsibilities. Ms. Reich was responsible for day to day administration and implementation of the grant, while Ms. Van Duzer was responsible for staff training and coordination. The director, Inaam Mansoor remained in change of this grant and provided the necessary linkage and coordination between the two grants and staffs. These key personnel changes were reported to the grants office and were approved in advance.

Appendix A: Workplace Literacy Project Contacts

ADULT AND CAREER EDUCATION
ARLINGTON PUBLIC SCHOOLS

ARLINGTON EDUCATION AND EMPLOYMENT PROGRAM

PARTNERS: WORKPLACE LITERACY PROJECT
1990 - 1991

Chambers of Commerce:		
Arlington	Richard Doud	525-2400
Alexandria	G. Barton Middleton	549-1000
Arlington Schools:	REEP: Inaam Mansoor	358-4200
Alexandria City Schools:	Dr. Bob Harper	824-6630
Arlington Hotels:		
	Best Western Arlington Gerry Frank, GM	979-4400
	Days Hotel Peggy McNulty, GM	920-8600
	Days Hotel Arlington Bd. Jerry Ishmael, GM	525-0300
	Embassy Suites Yvonne Jeziorski, GM	979-9799
	Holiday Inn Ballston Linda Eagon, GM	243-9800
	Holiday Inn Crowne Plaza Jay Haddock, GM	892-4100
	Hyatt Arlington Jim Deuel, GM	525-1234
	Hyatt Regency Roland Baumann, GM	418-1234
	Quality Hotel Tim Coglan, GM	524-4000
	Sheraton National Ralph Morales, GM	521-1900
	Stouffers Concourse Richard Hulse, GM	418-6800
Alexandria Hotels		
	Guest Quarters Karen Wall, GM	370-9600
	Old Colony Inn* James Fullerton, GM	548-6300
	Ramada Hotel* Hans Weisstanner, GM	683-6000

*(Alexandria Management Corp.
Nancy Graber, HR 549-2483)

WILSON SCHOOL. 1601 WILSON BOULEVARD ARLINGTON, VIRGINIA 22209 — phone: (703) 358-4200

Appendix B: Educational Software Inventory

Arlinton Education and Employment Program

Adult Learning Center Software Inventory

Code	Name	Publisher	Format	Disk	Installed	Curriculum	Level	Copies
0117-SF	Alphabet For Adults	Drexel University	Mac	3.5	1			
0109-SF	Alphabetizing 1	MECC	App	5.25	no			1
0110-SF	Alphabetizing II	MECC	App	5.25	no			1
0900-SF	Apple II System Disks — 3.0 & 3.1	Apple	App	5.25	no			
0903-SF	Apple IIe — Writing, Figuring, & Filling	Apple	App	5.25	no			
0902-SF	Apple IIe BASIC	Apple	App	5.25	no			
0901-SF	Apple IIe Introduction	Apple	App	5.25	no			
0905-SF	Appleworks 2.0 Super MacroWorks — Start-UP	Apple	App	5.25	no			
0906-SF	AppleWorks Program	Apple	App	5.25	no			
0904-SF	Appleworks Sample Files	Apple	App	5.25	no			
05F0-SF	Arithmetic Critters	MECC	App	5.25	no			1
0814-SF	Bank Street Writer—Spell Check	Scholastic	App	5.25	no			2
0312-SF	Basic Vocabulary Builder	National Textbook Company	App	5.25	no			1
0403-SF	Beginning Consonants	CCP	App	5.25	no			1
0115-SF	Blank-it!	Drexel University	Mac	3.5	1			
0309-SF	BLS Structural Analysis of Words, Disk 1	BLS	App	5.25	no			1
0310-SF	BLS Structural Analysis of Words, Disk 2	BLS	App	5.25	no			1
0307-SF	BLS Vocabulary Skills, Disk 1	BLS	App	5.25	no			1
0308-SF	BLS Vocabulary Skills, Disk 2	BLS	App	5.25	no			1
0720-SF	BLS-100 Interpretations I, disk 1	BLS Inc. Tutorsystems	App	5.25	no	Adv		1
0721-SF	BLS-100 Interpretations I, disk 2	BLS Inc. Tutorsystems	App	5.25	no	Adv		1
0722-SF	BLS-100 Interpretations II, disk 1	BLS Inc. Tutorsystems	App	5.25	no	Adv		1
0732-SF	BLS-100 Interpretations II, disk 1	BLS Inc. Tutorsystems	App	5.25	no	Adv		1
0723-SF	BLS-100 Interpretations II, disk 2	BLS Inc. Tutorsystems	App	5.25	no	Adv		1
0730-SF	BLS-200 Interpretations I, disk 1	BLS Inc. Tutorsystems	App	5.25	no	Adv		1
0731-SF	BLS-200 Interpretations I, disk 2	BLS Inc. Tutorsystems	App	5.25	no	Adv		1
0733-SF	BLS-200 Interpretations II, disk 2	BLS Inc. Tutorsystems	App	5.25	no	Adv		1
0734-SF	BLS-200 Interpretations II, disk 3	BLS Inc. Tutorsystems	App	5.25	no	Adv		1
0821-SF	CAM — Business Letter of Complaint	Educational Activities.IN	App	5.25	no			
0823-SF	CAM — The Persuasive Composition	Educational Activitis. IN	App	5.25	no			
0822-SF	CAM — The Report	Educational Activities. I	App	5.25	no			
0200-SF	Clockworks	MECC	App	5.25	no			1
0738-SF	Consumers and the Law	Educ. Act.	App	5.25	no	Adv		
0700-SF	CORE Lesson 1: Help!	Educational Activities	App	5.25	no		B1	1
0701-SF	CORE Lesson 2: A Ride with Ana	Educational Activities	App	5.25	no			1
0702-SF	CORE Lesson 3: A Ride Home	Educational Activities	App	5.25	no			1
0707-SF	CORE Lesson 4: A Ride for Four	Educational Activities	App	5.25	no			1
0704-SF	CORE Lesson 5: Big New Little	Educational Activities	App	5.25	no			1
0705-SF	CORE Lesson 6: Pam's Twin	Educational Activities	App	5.25	no			1
1000-SF	Crossword Magic	Mindscape	MAC	3.5	no			
0706-SF	Databases in the Classroom	MECC	App	5.25	no			1
0602-SF	Diascriptives: Action Words	Educational Activities	App	5.25	no	Adv	B3	1
0604-SF	Diascriptives: Describing Words	Educational Activities	App	5.25	no	Adv		1
0600-SF	Diascriptives: Diagnostic Tests	Educational Activities	App	5.25	no			1
0603-SF	Diascriptives: Naming Words	Educational Activities	App	5.25	no	Adv		1
0605-SF	Diascriptives: Pronouns	Educational Activities	App	5.25	no	Adv		1
0607-SF	Diascriptives: Sentence Mechanics	Educational Activities	App	5.25	no	Adv	B3	1
0606-SF	Diascriptives: Sentence Sense	Educational Activities	App	5.25	no	Adv		1
0600-SF	English Parts of Speech	MECC	App	5.25	no			1
0708-SF	Fifty States, The	MECC	App	5.25	no			1
0100-SF	First Letter Fun	MECC	App	5.25	no			1
0800-SF	Freddritar	MECC	App	5.25	no			
0101-SF	Fun from A to Z	MECC	App	5.25	no	CCP		1
0610-SF	Grammar Mastery A-1: Verbs	American Language Academy	App	5.25	no		B2	1
0611-SF	Grammar Mastery A-2: Verbs	American Language Academy	App	5.25	no		B2	1
0612-SF	Grammar Mastery A-3: Verbs	American Language Academy	App	5.25	no		B3	1
0613-SF	Grammar Mastery A-4: Questions	American Language Academy	App	5.25	no		B2	1
0614-SF	Grammar Mastery A-5	American Language Academy	App	5.25	no		B3	1
0615-SF	Grammar Mastery A-6: Adj. & Verbs	American Language Academy	App	5.25	no			1
0620-SF	Grammar Mastery B-1: Yes/No Questions	American Language Academy	App	5.25	no			1

Code	Name	Publisher	Format	Disk	Installed	Curriculum	Level	Copies
0621-SF	Grammar Mastery B-2: Modal Auxiliaries	American Language Academy	App	5.25	no			1
0622-SF	Grammar Mastery B-3: Expressions of Quantity	American Language Academy	App	5.25	no			1
0624-SF	Grammar Mastery B-4: Comparatives and Superlatives	American Language Academy	App	5.25	no			1
0623-SF	Grammar Mastery B-4: Pronouns & Rel. Clauses	American Language Academy	App	5.25	no			1
0625-SF	Grammar Mastery B-6: Present Perfect	American Language Academy	App	5.25	no			1
0630-SF	Grammar Mastery C-1: Past Perfect	American Language Academy	App	5.25	no			1
0631-SF	Grammar Mastery C-2: Modal Auxiliaries (past)	American Language Academy	App	5.25	no			1
0632-SF	Grammar Mastery C-3: Passive	American Language Academy	App	5.25	no			1
0633-SF	Grammar Mastery C-4: Noun Clauses & Reported Speech	American Language Academy	App	5.25	no			1
0634-SF	Grammar Mastery C-5: Conditional Sentences	American Language Academy	App	5.25	no			1
0635-SF	Grammar Mastery C-6: Infinitives & Gerunds	American Language Academy	App	5.25	no			1
0641-SF	Grammatik III	Reference Software	IBM	5.25	no			1
0733-SF	How to Read for Everyday Living	Educ. Act.	App	5.25	no	Adv		
0820-SF	How to Write for Everyday	Educational Activities.IN	App	5.25	no			
0819-SF	How to Write for Everyday #3 Driv. License	Educational Activities. I	App	5.25	no			
0817-SF	How to Write for Everyday — #1 Resume	Educational Activities, I	App	5.25	no			
0818-SF	How to Write for Everyday — #2 Letters	Educational Activities.IN	App	5.25	no			
0202-SF	Identify Months and Days	CCP	App	5.25	no			1
0203-SF	Identify Telephone Numbers	CCP	App	5.25	no			1
0204-SF	Identify ZIP Codes and Addresses	CCP	App	5.25	no			1
0311-SF	Idiom Master	MECC	App	5.25	no			2
0801-SF	Labels, Letters, & Lists	MECC	App	5.25	no			
0108-SF	Letter Matching	MECC	App	5.25	no			1
0107-SF	Letter Recognition	MECC	App	5.25	no			1
1101-SF	Math Activity Series: Learn to Count	Grolier	App	5.25	no			
0914-SF	Mavis Beacon Teachers Typing	The Software Toolworks	App	5.25	5,6,12			
0909-SF	MECC Keyboarding Master — Paragraphs	MECC	App	5.25	no			
0907-SF	MECC Keyboarding Master — Student	MECC	App	5.25	no			
0908-SF	MECC Keyboarding Master — Teacher Utilities	MECC	App	5.25	no			
0910-SF	MECC Keyboarding Primer — Student Program	MECC	App	5.25	no			
0911-SF	MECC Keyboarding Primer — Tchr. Utilities	MECC	App	5.25	no			
0804-SF	MECC Speller Program	MECC	App	5.25	no			
0400-SF	Mind Puzzles	MECC	App	5.25	no			1
1001-SF	Mindflight	Grolier	APP	5.25	no			
0405-SF	Mindflight Moon Bingo LA4	Grolier	App	5.25	no			1
0639-SF	Mindflight: Adjective Puzzlers	Grolier	App	5.25	no			1
0113-SF	Mindflight: Me & others (IL 1)	Grolier	App	5.25	no			
0112-SF	Mindflight: Rhyme-a-Line (LA 3)	Grolier	App	5.25	no			
0638-SF	Mindflight: What is a Adjective	Grolier	App	5.25	no			1
0637-SF	Mindflight: What is a Noun	Grolier	App	5.25	no			1
0640-SF	Mindflight: What is an Adverb	Grolier	App	5.25	no			1
0209-SF	Money and Banking	CCP	App	5.25	no			1
0201-SF	Money Works	MECC	App	5.25	no			1
0707-SF	North American Mammals	MECC	App	5.25	no			1
0106-SF	Number Recognition	MECC	App	5.25	no			1
0402-SF	Oregon Trail, The	MECC	App	5.25	no			1
0102-SF	Paint with Words	MECC	App	5.25	no			1
0737-SF	PC Globe	PC Globe Inc.	IBM	3.5	12 ·3	Adv		
0736-SF	PC USA	PC Globe Inc.	IBM	3.5	3,4,12	Adv		
0114-SF	Phonics Plus: Disk 1	Stone & Associates	IBM	5.25				
0103-SF	Phonics Prime Time: Blnds & Diagrams	MECC	App	5.25	no	Rsg		1
0104-SF	Phonics Prime Time: Initial Consonants	MECC	App	5.25	no	Rsg		1
0709-SF	Presidents, The	MECC	App	5.25	no			1
0711-SF	Read 'n' Roll Program Disk	Davidson	App	5.25	no			1
0712-SF	Read 'n' Roll Stories	Davidson	App	5.25	no			1
0208-SF	Reading an Advertisement	CCP	App	5.25	no			1
0207-SF	Reading Warnings	CCP	App	5.25	no			1
0754-SF	Ready: Buying Food	Central Piedmont Communit	IBM	3.5	12	Adv		
0759-SF	Ready: Car Accidents	Central Piedmont Communit	IBM	3.5	12	Adv		
0757-SF	Ready: Credit	Central Piedmont Communit	IBM	3.5	12	Adv		
0752-SF	Ready: Eating Right	Central Piedmont Communit	IBM	3.5	12	Adv		
0756-SF	Ready: Generic Drugs	Central Piedmont Communit	IBM	3.5	12	Adv		

Code	Name	Publisher	Format	Disk	Installed	Curriculum	Level	Copies
0730-SF	Ready: Heart Attacks	Central Piedmont Communit	IBM	3.5	12	Adv		
0735-SF	Ready: Renting an Apartment	Central Piedmont Communit	IBM	3.5	12	Adv		
0731-SF	Ready: Tetanus	Central Piedmont Communit	IBM	3.5	12	Adv		
0733-SF	Ready: Used Cars	Central Piedmont Communit	IBM	3.5	12	Adv		
0738-SF	Ready: Voting	Central Piedmont Communit	IBM	3.5	12	Adv		
0105-SF	Right of Way	MECC	App	5.25	no			1
1102A-SF	Second Math Disk 1	Stone and Associates	IBM	5.25	no			
1102B-SF	Second Math Disk 2	Stone and Associates	IBM	5.25	no			
0617-SF	SELF Lesson 1	American Language Academy	App	5.25	no		B1	1
0618-SF	SELF Lesson 2	American Language Academy	App	5.25	no			1
0619-SF	SELF Lesson 3	American Language Academy	App	5.25	no			1
0616-SF	SELF Program Disk	American Language Academy	App	5.25	no			1
0824-SF	Sesame Street First Writer	IBM	IBM		no			
1006-SF	Slide Shop	Scholastic	APP	5.25	no			
0717-SF	Speed Reader II	MECC	App	5.25	no			1
0803-SF	Spell-It	Davidson	App	5.25	no			
0805-SF	Spellvator	MECC	App	5.25	no			
0111-SF	Story of Miss Mouse (LA1)	Grolier	App	5.25	no			1
0306-SF	Survival Wordplay	J. Weston Walch	App	5.25	no			1
1005-SF	Tch Toolkit Multiple Choice	High Tech of Santa Cruz	APP	5.25	no			
1003-SF	Tch Toolkit Word Match	High Tech of Santa Cruz	App	5.25	no			
1004-SF	Tch Toolkit Word Scramble	High Tech of Santa Cruz	App	5.25	no			
1002-SF	Tch Toolkit Wordsearch	High Tech of Santa Cruz	APP	5.25	no			
0912-SF	The friendly Computer	MECC	App	5.25	no			
0401-SF	The Market Place	MECC	App	5.25	no	Adv		1
0713-SF	Those Amazing Reading Machines I	MECC	App	5.25	no			1
0714-SF	Those Amazing Reading Machines II	MECC	App	5.25	no			1
0715-SF	Those Amazing Reading Machines III	MECC	App	5.25	no			1
0716-SF	Those Amazing Reading Machines IV	MECC	App	5.25	no			1
1200-SF	TOEFL Prep	Apple	App	5.25	no			
0913-SF	Touch Typing for Beginners	The Software Toolworks	App	5.25	5,6,12,13			
0206-SF	Understanding Labels	CCP	App	5.25	no			1
0305-SF	Vocabulary Development	CCP	App	5.25	no			1
0116-SF	Vowel Combination 1.0	Drexel University	Mac	3.5	1			
0406-SF	Where in the USA is Carmen San Diego	Broderbund	Mac	3.5	1			
0609-SF	Word Choice	CCP	App	5.25	no			1
0404-SF	Word Families	CCP	App	5.25	no			1
0301-SF	Word Munchers	MECC	App	5.25	no			1
0302-SF	Words at Work: Compound It!	MECC	App	5.25	no	Adv	A	1
0601-SF	Words at Work: Contraction Action	MECC	App	5.25	no	Adv	B1	1
0303-SF	Words at Work: Prefix Power	MECC	App	5.25	no	Adv	A	1
0304-SF	Words at Work: Suffix Sense	MECC	App	5.25	no	Adv	A	1
0300-SF	Work Attack Plus	Davidson	App	5.25	no			1
0710-SF	World Community, The	MECC	App	5.25	no	Adv		1
0812-SF	Writing a Narrative	MECC	App	5.25	no			
0205-SF	ZIP Codes and Addresses Test	CCP	App	5.25	no			1
0636-SF	Zoyon Patrol	MECC		5.25	no			1

Appendix C: Job Task Analysis

JOB TASK ANALYSIS: WORKPLACE TEACHER

DUTY: PROVIDING ESL AND LITERACY INSTRUCTION

TASK: TEACH CLASS AT THE WORKSITE

SUBTASKS	KNOWLEDGE	SKILLS	VALUES/ATTITUDES PERSPECTIVES
Apply basic principles of appropriate education and training theory	1) Adult Learning theory 2) Second Language acquisition theory 3) CBE 4) Functional Context Instruction 5) Workplace Literacy Instruction	Able to strike a balance between what the students need and want and what the employers need and want. Able to integrate functional context approach with general educational needs.	A philosophy of teaching that is consistent with learner centered education.
Assess learner needs & skill levels	Participatory instruction Knowledge of various needs assessment methods	Able to adapt teaching techniques to identify learner needs.	Learners need to take charge of the learning processes
Create, adjust, implement curriculum	Curriculum Design Models	Able to identify & write performance objs. Able to design a suitable format Able to identify methods, materials, resources Able to establish evaluation procedures	Teaching in a fishbowl or worse....
Create, prepare, adapt job related materials	Assessments of readability Knowledge of copyright laws and business confidentiality	Able to collect and modify job related materials Able to organize materials for sharing and for future use. (lamination, file systems,flash cards, etc)	
Develop lesson plans	1) ETI lesson planning module 2) Bernice McCarthy: 4mat System of Teaching to Learning Styles	Able to write lessons which provide motivation,presentation, practice, evaluation and application Able to take learning styles into account	Putting it on paper.
Manage a multilevel class	Managing multi-level Instruction	Able to utilize various techniques managing multi-levels classes: * Prepare materials that can be adapted upwards or downwards * Volunteers	It's the nature of the beast.
Use a variety of ESL techniques	Communicative approach Aural/oral approach Suggestopedia Silent way Whole language approach Phonics	Able to use various ESL techniques: * Drill and Practice * Role Play * Problem Solving * LEA * Lifeskills reading, etc.	
Evaluate learner progress	1) Standardized tests 2) Criterion referenced testing 3) Performance based testing 4) Alternative measures: * competency checklists * supervisor ratings * student self-assessment * other indicators of impact: retention, promotion,job change, etc	Able to select appropriate assessment instruments for the outcomes to be measured Able to separate evaluation from instruction	Accountability
Maintain student records	progress, attendance, supervisor ratings	Able to organize, maintain & report information	"It's part of the job."

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JOB TASK ANALYSIS: WORKPLACE TEACHER:

DUTY: PROMOTING WORKPLACE LITERACY AT THE WORKSITE

TASK: MEET PERIODICALLY WITH WORKPLACE SUPERVISORS

SUBTASKS	KNOWLEDGE	SKILLS	VALUES/ATTITUDES PERSPECTIVES
Meet with line supervisors to get input in curriculum and classroom instruction	Background information on the company, its needs, its commitment to the program * The culture of organizations * Organizational culture of the property * Organizational chain of command: Not just who's who, but who cares	Able to understand the rules and regulations of the workplace. Able to understand the overriding mission of the business Able to guard confidentiality Able to speak comfortably in public Able to showcase the program to the business and other interested audiences	The "P" word (politics) The "us versus them" syndrome
Maintain ongoing communication with online supervisors	Knowledge of how the supervisor: * can be contacted * wishes to be contacted What they need to know / want to know, ie, progress, attendance, etc.	Able to help to develop team spirit or join the team Able to communicate information on learner progress so that it is comprehensible to trainee's supervisors	The "S" word (selling) "Approachability"
Negotiate for instructional needs, (ie, changes in space,set up, release, equip)		Able to assess her/his own authority and limitations in the workplace Able to handle conflict tactfully Able to deal effectively with people Able to represent the program in a professional manner Able to present ideas in a clear and convincing manner	The "F" word (flexibility)

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